

Larry Schnoor Show Interview pt. 4

Deano Pape 00:01

Okay, we're returning to the Larry Schnoor Show, and we're going to- I did have one question that I didn't get a chance to ask you, Larry. And that is, I know that you finished your masters at Mankato. And what I found interesting is you earned that 1964. And you had a minor in geography. And so I'd like for you to talk a little bit about where that comes from, because that seems to be an unusual combination, communication and geography.

Larry Schnoor 00:29

Well, remember, I also had a major in history, as well.

Deano Pape 00:34

In grad school.

Larry Schnoor 00:35

Oh, yes. But I carried over the interest there. The geography and grad school was because of my experience in the Navy, South Pacific and so forth, I became interested in landforms, in geographical things. And as I told you, I had never been outside of the state of Minnesota until I went into the Navy. And so that made me interested in geography. So I started noticing more things. And as I was driving back and forth, you're noticing landforms and things of that nature. And there was a particular geography professor, Bert Burns, Dr. Bert Burns, and he was a colorful college professor. And someone said, "you ought to take a class from Bert." And he was interested also in radios, and he had a radio collection. And so I started becoming acquainted with him and decided to take a geography class and the bug just sort of bit. And so that's when I became aware of the historical things in Minnesota that were connected to geographical situations, just as I mentioned to you this morning about the river Warren and Lake Agassiz, which was the remains of the big glacier that had covered Minnesota and how that formulated the Minnesota River Valley and turned at Mankato. And it presented an interesting area. And so I started noticing as I was working on my master's degree, remember, I was living with Barbara's parents, with her mother and driving back and forth from there to Mankato. And so I started noticing farmsteads and where they were tiling the land to drain wetlands so they could have more farmland. And all of that started to play into geography and knowing things about the the earth and the land and nature, all of that combined together. So it was just an interest that I had. And it sort of paid off. Because as I got into coaching, and we were driving to forensics tournaments, I was able to talk about these things to my students so that they were learning about geography even without taking a class in geography, because I would point out various types of rock formations or, or land formations and, for instance, in Wisconsin and in your home area, driving along Interstate 90 or 94, as it goes through that area of the Wisconsin Dells and the river there in the various rock formations. It just was an interest.

Deano Pape 03:27

Okay, very good. Well, your interest in learning clearly did not stop with your master's degree because you took additional graduate courses. And so why don't you talk a little bit about that it was at the University of Iowa but that wasn't the only place that you took some.

Larry Schnoor 03:41

No, when I- after I got hired at Mankato. And even though I have tenure, I realized I needed more education. And so I started to shop around to see where I might like to go to graduate school. So one

summer I went to the University of Nebraska, and I took some graduate courses at the University of Nebraska. One of the classes was from Dr. Don Olson, who was an old MDT debate coach and I had a wonderful learning experience with him. It was very good summer. My roommate that summer was a Richard Krause, who was a successful high school teacher at Norfolk, Virginia. I mean, Norfolk, Nebraska, rather, and had a very strong High School speech program. So picked up lots of ideas from talking with him. And then another summer I decided to go to the University of Denver and took some courses at the University of Denver to see whether I wanted to do more work there. Al- Alan Goldberg, I think was name was, I took a nice class from him there, and I enjoyed University of Denver very much. Again, my interest in geography came across there because of the red rock area outside of Denver and the big red rock amphitheater. And interesting story about that Barbara and I were out there touring. And we were very short of money, running out of money at that time, it was near the end of the summer, I thought, what are we going to do for money, and we happened to look down. And suddenly, we saw this coin purse lying there, and picked it up and opened up and it was full of dimes. I looked around, and there was nobody around. And I said, Well, somebody lost this coin purse. And I took it up to the information booth. And, and I knew enough not to leave it there. I said, I have found this coin purse. And here's my name. And here's where we're located. You know, and if anybody comes back and wants it, they can get in touch with me. And they were happy with that. And two days later, nobody had gotten in touch with us. So I figured it was safe. We open it up, and we counted the dimes, and there must have been somewhere close to about \$80 worth of dimes in this coin bag. And I said, obviously, we were meant to have this, that somebody of a higher nature made this appear. And that gave us our money to finish our time in Denver and make our home way back to Minnesota. And that standpoint, and I'm very thankful for that blessed gift, whoever it came from.

Deano Pape 03:50

And then the University of Iowa?

Larry Schnoor 04:37

And then I went to the- back to the Uni- because you know, I had started master's work at the University of Iowa. And so I applied there and I got a graduate assistantship there, there it was in 1969. And I decided to go back to graduate school there and made arrangements to move into student housing. They had married student housing then, and an old type of Quonset huts that were left over from World War Two to the ste- we were right next to the football stadium. So an interesting place to live because whenever the Hawkeyes played, you know, you have this big crowd that would go in front of your house to get to the football stadium. But my assistantship was to teach speech and to coach forensics at the University High School, they had a University High School at that time. And I took classes from people like Donald C. Bryant, who was well known in speech, Douglas Edinger, who was also there at the staff at that time. Sam Becker, who was the department chair, it was wonderful and and that had a tie with my student teacher supervisor, David Canalis, that I mentioned earlier. By this time he had left Worthington and was coaching in Iowa was city at one of the other high schools, and his wife was the secretary in the communication department. So we were able to renew our connection while I was there, going to graduate school. And we had a wonderful time there the year that we lived there in student housing, and then I went kept going back several summers after that taking PhD courses, loved Iowa. There are times when I think, Boy, I wouldn't mind living in Iowa City. It's a beautiful city. It's another river city similar to Mankato along the river university right downtown. You know, I thoroughly enjoyed Iowa City. It's a great place. I've recommended it to a number of my former students. A number of my students went there after they graduated from Mankato, Warren Sandman, Cathy Prop, who was on the speech team, both of these people were, got their PhD there and others who have gone there to get their PhD. It's a great institution.

Larry Schnoor 04:37

Okay. Let's go back to Mankato. And we'll stay there for quite a while now. In terms of your experience there, you spent two years assistant director of forensics and started off as an instructor. Tell me a little bit about that early experience. What are there any things that you recall from your first couple of years, that uh...

Larry Schnoor 05:13

Well, in the beginning, of course, we didn't have state vehicles. When we went to forensic tournaments, we had to drive our own cars. I was driving a big Chrysler at that time, I think, Chrysler New Yorker, is that what it was called or something? I don't know, but it was a big Chrysler and I would drive that, and uh it was normally expected you were driving your own cars. It was expected of you to do so. And so that limited the size of people, you took out a tournament as well. And as I said, Dennis Borman was the director, I was the system director. And if we were going to a tournament and want to take more, both of us would go and have our students, and not as many tournaments as we have today. And so that we would go and we didn't travel this far at that particular point in time. But it was fun. Learning how to deal with different student personalities, making the hotel reservations, making sure that you didn't have any particular problems and all this. Dealing with Minnesota winters and snowstorms and sometimes getting snowed in that standpoint. But it was very good. Again, that was primarily debate with a few individually ventures at that time. And tournaments were more casual and interesting. From the standpoint that you had a lot more interaction with other coaches and the students had interaction with each other of that nature. There were no national tournaments at that time other than the NDT. And I was never able to get a debate team to the NDT. I probably would have enjoyed that experience but we would go to the district tournament and they would be close but they never were able to qualify for the NDT. The NDT had very severe restrictions, you know that only so many teams could be there. And it was the top teams of the country that made it it was a very elitist tournament. And I wish we could have made that break but we never did. Didn't bother us we still had a good time, good experience. But as the debate became more expensive to participate in, that's when we started to make the shift more towards individual events and more individually events were being done. Instead of just plain oral interp it was prose and poetry and drama and then eventually dramatic duo and so forth.

Deano Pape 12:18

Did you belong to DSR or TKA or-

Larry Schnoor 12:22

Yes, we belonged to DSR TKA.

Deano Pape 12:24

Okay.

Larry Schnoor 12:25

And we would go, that was (inaudible) was combined at that time. And they did have a national tournament and we would go to that national tournament. But the tournament was primarily debate oriented, but we'd have some individual events. And so we would go to that, and that varied... different locations around the country. I can remember going to one in Knoxville, Tennessee and I another one I went to was in Albuquerque, New Mexico and so forth. It really varied. The time I took the team down to Albuquerque, New Mexico. This was a couple of years later, after I became the director of forensics in '68. We were driving through Nebraska into Colorado and we stopped, and it was a station wagon then. It was a school station wagon then. And so we have people sitting in that back seat. And when they wanted to get out, they couldn't get the door open. And so they just gently give it a shove with their foot. The whole back window shattered. Glass all over the place. And I thought oh, what in the world do we do now? Because we are on our way to Albuquerque, you know, and I thought to kids maybe had

kicked the door too hard. And that's why the window broke. And I was a little upset by that. But we got a hold of a blanket that we could close that space and kept on driving through the mountains and they were complaining about how cold they were. And I said you should have thought of that when you kicked the door. But we made it through but then I had to find a garage in Albuquerque to get the window fixed and they had a- in the glove compartment there was always repair tickets, you know, because some problem that you needed to get done. The garage said fine, and they call back to the school and got approval to put in a new window. And the garage then discovered that it wasn't the students or fault that there was something wrong in the mechanism of the door. Thank goodness I breathed a sigh of relief on that. But we had a wonderful tournament at that point in time. And there was enough time so that there was a break for them to visit the old part of Albuquerque and they started buying souvenirs and I said remember we're in a station wagon. And the one girl bought a piñata. A big piñata. And I said, "so how are you going to get that home?" And she says, "well, I'm going to hold it in my lap," and I said, "yes, you will hold it in your lap," and she had to hold it in her lap the whole way back from Albuquerque. Did we got back to Mankato. I don't know whatever happened to that piñata, but I'm surprised it made it in one piece. She was a very good competitor. Valerie Stoleseed was her name. And she's just retired recently as a very successful high school drama coach in New Prague Minnesota and her daughter later came to Mankato and was on the speech team as well. And so connections never stop.

Deano Pape 15:52

And you coached- you were director of forensics and... first instructor then assistant professor then associate professor.

Larry Schnoor 16:00

That's correct.

Deano Pape 16:01

Up until the early 90's?

Larry Schnoor 16:03

Yeah. Actually, I was the director of forensics from, as I said, I became director of forensics in '68. And in '79, I think it was, I also then became department chair and Vern Beckman retired and I became the department chair. And I retained the title as director of forensics. And I stayed director of forensics and department chair until 1991, when I decided to go on sabbatical, and someone else came in as department chair and I believe the director of forensics that took my place was all about me with Keith Greene, who presently is a faculty member at Wilmer Community College. And I know it doesn't go by that name right now, I think it's River Land Community College, possibly, I'm not sure the exact name. But he no longer does forensics, but he would fill in there in that time period. And I went on sabbatical, actually, I retired- didn't retire right away. '91 I said, I'm going to take a year's sabbatical. And I went as a visiting professor up to Moorhead State University in Moorhead, Minnesota. And during that year that I was up at Moorhead, I decided I did not want to come back to my position at Mankato. And so I then issued or submitted my retirement papers. And it was a very fortunate time to do so, because the state was going through some financial problems. Now normally, when you go on a sabbatical, you're supposed to come back and teach another year. And I figured, well, I'll have to repay my sabbatical. And the upshot of it was I did not have to repay my sabbatical. And because they wanted people to retire early, they had a special benefit. You could retire early, and you got a full year's salary as a bonus to take a year's retirement early. And I had never taken any sick leave so I had 400, and some odd days of sick leave, that I also got paid for. So I was able to retire then with a very nice, what I call a buy-out package. Not as good as some CEOs are getting today when they leave companies but at least at that time, it was very, very much enjoyed. So I stayed at Moorhead State for that one year. And

then an opening happened at Concordia College, which is just across the graveyard from Moorhead. And there was actually a cemetery between the two schools. And so I taught then at Concordia College as their director of individual events for two additional years. And my wife at that same time was still back in Minnesota. And back in Mankato. And so it got to be a little difficult the weekend... commutes and so forth. And an opening happened at St. Olaf College then. And on a whim I applied for that. And that is when I got hired at St. Olaf. Now that's in 1994, which is the same year in which I had my back problem as you'll remember. And so I thought, Oh, I've accepted this job at St. Olaf and now I don't know if I'm going to be able to walk or not. But as I said, I went through rehab and I was able to walk so I then I taught at St. Olaf from 1994 to 1998 and retired a second time. I get razzed a lot about the number of times that I have so-called retired.

Deano Pape 20:10

Okay. Okay, that's a good biographical sketch. Let's go back to- to Mankato, and let's hear about some of the incredible experiences that you've had. You have often through these interviews talked about students. But I don't think you've gone into a lot of detail in terms of particular students, with the- with the exception of one or two. And so just talk about some of the students who, you know, you had an impact on the kinds of things that that meant a lot to you as, as a coach during that time period.

Larry Schnoor 20:50

Well, as I told you, my experience of teaching at Worthington High School plays a big part in this, because I got to know a lot of high school coaches even during that brief time period. So that when I started teaching at Mankato College, many of those high school students that I used to judge when they were in high school, were now coming to college. And I remember them and would recruit some of them to the speech team, or their coaches would recommend them for the speech team. And so that's when I really started to work towards building a bigger team than we had before. And I was successful in getting a little bit more money each year from the allocations committee, so we could expand our, our activities. Then, in judging high school speech tournaments, for the sub-district, or the district or the state speech tournaments, many of us that were working in various colleges in the state would be hired as judges for that. We could not do any active recruiting at those tournaments. But it did give you a chance to see some of these people and remember their names. And then you could get in touch with him later, if you wanted to try to recruit. We didn't have much to recruit with because we didn't have scholarships, that- at that particular time. And so it was basically you'll like us, you'll like what you got here, tried to entice them to come for that reason. And then we and we got a few. But every once in a while I would see a student. And I would find out that they were coming from a poor family, and could not think about coming to college and, and so I would think of ways how maybe I could get them to come and live with us, my wife and I. And that's what started that particular process. And over the years, I've had a number of students that have done so. One was from Pipestone, Harlan Stewven, great orator, and I recruited him. And he came and he lived with us for two years. And we had a wonderful time. Didn't have- didn't have to worry about him. He was a good student, very smart, very intelligent. And by living with us, he helped in that standpoint of keeping the driveway shoveled and things of that nature. And I learned a lot about dealing with a young man in my basement when I had two daughters growing up, and he would babysit them. And it was a good agreement. And I thought it worked well. And so I continued that with others. Harlan went on and became a very successful medical doctor in Milwaukee, head of the emergency room at the hospital, as I said, today he's retired and lives in Colorado, and he's developed an online dining recommendation service where you can rate restaurants on the basis of their cleanliness and things of that nature and is developing that very, very well. And then we still stay in touch to this day. That gave me rise to talk about other students or talk to other students about living with us. Another individual that lived with us for a number of years more recently, was a student by the name of Matt Collie who was the son of good friends of ours Steve and Sue Collie, who are forensics coaches. But he wanted to come to Mankato and he lived in the dorm the first year but his last three years he lived with us and again, very, very helpful person. Another

individual was the student I think I told you about going to New York to see plays and that student was a Brian Helene. And he also lived with us and for a number of years and he was a theatre person and went on to become a very successful play director at Minnetonka High School. And in the process started taking students to New York City during spring break to see shows and asked me one year if I would come along as another chaperone. And so I said, Sure, and I came along and that started my going to New York City on an annual basis with him to see Broadway productions during the spring break, and wonderful experience and he was a wonderful director. And he died far too soon in his life, heart failure, but his plays were well well known in in Minnetonka. And he did big successful plays like "Hello, Dolly" and the rest of the Broadway musicals and they were almost as good as the Broadway musical you saw on, in New York. International students have lived with us brings about different cultures. And they weren't always students that were on the speech team, there were students that we have become aware of and acquainted with, and needed some help. So they did that. Another young forensic students that forensic student that lived with us, a woman by the name of Deidre Longworth. She was a student I recruited from a Anoka-Ramsey Community College, which had a very strong speech program at that time. And her forte was after dinner speaking, and she was excellent at it, and really knew how to do it, I would say that she probably would have given Phyllis Diller a run for her money, and she was so successful. She became like a surrogate daughter of ours, because when she decided to get married, she got married here in Mankato, and her husband-to-be who was also a person that was on the speech team. And they asked, "could they get married in the church that Barbara and I were going to?" And I said, "yes," I talked to the minister and (inaudible). And so we became like her surrogate parent- parents and planning that wedding. And she made clothes for our two girls. Growing up, she was a babysitter for us. She has gone on to be a very, very successful high school teacher in Mason City, Iowa. But that isn't really her best forte. She is a nationally known motivational speaker. And she goes around the country doing teaching workshops, motivating, opening meetings for various places. And she's always the first one that says the reason she can do that is because of her forensic experiments. And I use her as an example often to say, you can put this to work for you in your careers. And she has done phenomenally well, in that respect. I kid her a lot about her early life because she used to be- I think she was Miss Coon Rapids. And I can remember her one time having a (inaudible) pair of gloves and dress, and we joke about that when we still get together but she... she's a delightful person. I mentioned Anoka-Ramsey Community College... Inver Hills Community College, those two schools were my recruiting ground because they were really developing strong speech programs. Anoka-Ramsey Community College as a coach was a fellow by the name of Greg LaPenta and Inver Hills Community College, the coach was a fellow by the name of John Larson. And they would recruit good students, have them for two years, and I was lucky enough to inherit most of those students. And that is what started me on the strong competitive edge of becoming a nationally known forensics program. The students were that good. Diane McBride from Inver Hills or Rick Lammers from Inver Hills, Don Parker from Inver Hills, Scott Ford from Anoka-Ramsey Community College David England from Anoka-Ramsey Community College and others, they were just outstanding competitors and they could do a variety of individual events, from interp to oratory to after dinner speaking. And they were delightful people to work with. Strong people to work with. And that started the drive when we became recognized as one of the top 25, top 50 forensic programs in the nation and ranking high in the national tournaments. By that time we were going to the the national tournaments other than just DSR, we started with NFA and then AFA at that time, and. Still in contact with most of those people. They were all very, very good.

Deano Pape 30:48

Positive. Okay, Larry, when you think back when you started to compete nationally, at AFA, in particular NFA and AFA what what stands out to you, what particular people or teams stand out to you in terms of being particularly interesting memories or things that you recall from that particular era? Since we're talking about a number of years that you were coaching? As you reflect on that long career, what are some of the things that stand out to you?

Larry Schnoor 31:24

Well, I think one of the first things I can remember is that in 1978, MIET started. And of course, we were at that particular tournament, and it went very well. But in 1979 is when- the second tournament is when we had our first national champion. That was a student by the name of Terry Kyle. Terry was a student that I recruited from, again, those community colleges in the Twin Cities. And he became the national champion of dramatic interpretation. That cutting he did, he was able to do 13 different voices, 13 different characters in that 10 minute cutting he was he was really phenomenal. And that I think, started the bug. As far as "Yeah, we we can compete with the big boys" so to speak. And of course, everybody was new that at that particular point in time, all of the colleges were just developing their forensics programs at these national tournaments along that line. But that provided us with the beginning... push, shall we say, for recruitment and things of that nature. And we continued to develop in that direction and going on with those particular programs. We started breaking into the top 20. Eventually going into the top 10 at the AFA MIET for a series of years there in the late 80's into the early 90's. In that respect, primarily because of the unity that the team had, they worked together, they were willing to try things they would shall, shall we say they were listening, you know, to do things and working in that direction. And I have wonderful students of that whole time period. And while they may not all take a national champions, they were in the final rounds, and that was the the important thing, I think the best we ever did at a national tournament, if I'm not mistaken, I think there was one year we came in fourth in the nation. And you know, that excitement for us in that respect. But we were always there in the, like I said, the top 10 or the next five top 15. And that respect, and that was good. And it was very good, especially when you consider that we had a small budget. And we also had a small team compared to some of the other schools that had much larger teams. The I think the thing that was so exciting about it was- is that the students supported each other. Y'know, it was a full team effort. It wasn't like we got where we did because we had one student that was doing well. We had several students that were doing well. And so they would feed off each other as far as their excitement and their enthusiasm to grow in that standpoint.

Deano Pape 34:48

Is there a particular national tournament or two that you remember that was particularly fun or interesting or different? Or (inaudible) you think about all of the cities, all the colleges, you, you've been to that stands out to you.

Larry Schnoor 35:05

Well, there are several. For one thing, I always approached the forensics team travel and everything as a total learning experience. It wasn't just the forensics tournament itself, the national tournament itself, or forensics tournaments during the year that we went to. You have to remember many of the students that were on our team... were students that came from rural Minnesota, came from small communities. Many of them have never been outside of the state until they got involved with the forensics program. And we would travel to other states. I can remember any number of students that said, "are we in Iowa yet? Oh, I've never been to South Dakota, are we in South Dakota now?" You know, because it was an achievement for them to go to a different state. And that's an odd place where I would use the geography because I would point out certain things about the location that where we were, we were traveling. It was the first time many of them ever went to a restaurant other than a fast food place, or a little hamburger joint, so to speak. I can remember one year early on taking them to a very, because I like to eat good food, as I told you earlier, I would take them to a nice restaurant. And I can remember the one young man who says, "well, I think I'll have this finlon mill-yet." And I said "what?" And he said, "well, this this meat here." And I say, "oh, so a filet mignon is what you're gonna have." Oh, but he didn't know how to pronounce it, you know, I mean, and that's understandable. Never seen it before. And so he ordered that. And then, when it came, he asked the waitress, "got any ketchup?" And of

course, I had a nice discussion with him about with a good piece of meat like that you you really don't want to eat it with ketchup, you know. But over the years, many of them had to learn how to eat in a restaurant. What are all these forks for? You know, what are- what is this that and to me, that's part of the learning experience, to socialize them, to help them learn what they had never been exposed to before. And do it in such a way that it didn't come across as "Oh, you country bumpkin," but rather as "this is going to help you now when you go into your future job or when you apply for a position so that you know things of this nature, and work in that respect." And so it was interesting. And one of the interesting tournaments we had was when we went to East Coast, and it was an NFA tournament that was held in college in, Monmouth College in New Jersey. And the tournament was over. And we had- we flew into Newark. And so we had a full extra day. So I took the students up to Newark, and we parked the cars at the airport. And we got on the bus and I took him into New York City, they had never been to New York City, and took them on a walking tour of New York City and showed them things and made them aware we got to stick together as a group, and oh, nothing dangerous, but they had a wonderful experience of finding out about New York, many of them perhaps never ever dreaming that they would go to New York City. And some probably never went back to New York City, but at least they knew about it and went to places like St. Patrick's Cathedral and Rockefeller Center and things of that nature. Another one was I can remember the first time we went to the... I think the first NFA tournament we went to was at Cal State Long Beach, or no Cal State Los Angeles rather. And when the tournament is over, we had time before we had to leave, took them to the beach. First time they had ever seen the Pacific Ocean, you know. I mean, they they delighted taking off their shoes and socks and so forth and going into the water, to be the- they could go home and say that they were had been in the Pacific Ocean. To me, it's all a learning experience, something that they gained from that. And so every time we went to a nationals if there was an opportunity like that, we would take advantage of it. But even if we went to other tournaments that were not regular tournaments, but special tournaments, we made it a learning experience. Sometimes that learning experience was sort of interesting as well, I can remember taking a group of students, I had teams large enough then that sometimes traveled by bus, because I had so many students. And we took a bus to a tournament of all places to Vermillion, South Dakota. And that's when the University of South Dakota used to have a speech program. And we had a wonderful tournament and everything, you know, and loading it up the bus and everything. And I happen to overhear a couple of students talking about the towels that they had taken from the motel room. As it so happened, one of those students was my nephew. I heard over, I said "what was that?" And he said, "Oh, what, what." And I said, "you have towels from your hotel room." And they sheepishly, say, "Yes." And I said, told the bus driver to open up the baggage carriage, I had them get out their suitcases. "So now you take these towels out, and you take them back into the office. And you say you're sorry that you pack these by mistake, but you return those towels," you know, and which they did. And then they got back on the bus. And then I gave the whole bus a lesson in why you don't do that sort of thing. Because I said, that reduces their profit, their cost, everything. They know that it was in rooms that we had, they could get back to the school and that behavior could reflect on the school, you know, you can't do that sort of thing. And we're impressed upon them the importance that they are traveling ambassadors. And I think that's one thing that we all need to remember in forensics, that whenever we go out to a tournament, we're traveling ambassadors for the university or college that we're representing, and our individual behavior is going to reflect on the school. And there have been times when that could get back to a school and cause problems. So you had to be very aware of that sort of thing.

Deano Pape 42:14

Were there any particular stories on trips, like the towel incidents that you reflect on and say, "wow, I can't believe those students did that or performed in that way," or?

Larry Schnoor 42:26

Sure. Lots of them (laughter). We used to drive down to a tournament at Tucson, Arizona at the University of Arizona, they used to have a very large tournament in February, I think it was February, in conjunction with a rodeo that they had. I mean, it was right same time as rodeo. And we would drive straight through many times, you know, change drivers and drive straight through and get there and they have the tournament. And one year, I know, I had a debate team made up of two young women, it was really a pretty good debaters. And in the evening, there was time and we were at the motel and we were having dinner at the motel and there was a bar that had entertainment. And so some of the students wanted to watch that. And I said fine, but be back in your rooms at a certain time. And that was at a point where I would make a bed check to make sure everybody was in their rooms. And these two young ladies were not in their room. And I asked the other ladies in the room where were they, they didn't know. I went back downstairs could not find them. Had no idea where they had gone. And that worried me because I'm responsible for them. So I sat up all night long, waiting for them to come back. It was one of those hotel motels where the rooms all open to the outside. And we were on the second level. So I just had a chair out on the balcony area, sitting there reading and thinking and getting a bit concerned as the hour we got later, and then as the hour we got earlier and earlier in the morning and they weren't back. What in the world where were they, what was going to happen? And then I heard them coming up the stairs. And as they turned walk down the corridor to come to their room, they saw me. And you could tell just by their demeanor that they were oh, what's he gonna say? And they got to me and the upshot of it was they had been taken by two young men that they had met in the bar and gone with them back to their ranch in the country. And I said you have no idea what problems you have got given me. I said "you have no idea who those young people were." "Oh, well, they were okay." And I said "but you don't know that. They could have taken you back across the border into Mexico, because Tucson is right there on the border, they could have taken you back across the border into Mexico and put you in a house of ill repute." "Oh, they wouldn't," I said, "you don't know that. You don't know those people at all. They could have raped you, you know. And I would wonder what in the world ever happened? Because do you ever realize that if anything were to happen to the two of you, your parents would come back at me. And that would reflect on me and the school and the program. You know, you just can't do that. Your behavior as such and you shouldn't have done that. And as of this moment, you're off the team." Because I could not tolerate that. I had to accept an example because I didn't want other people to think they could do things. They were off the team. They didn't fini- I withdrew from the tournament. Of course, they went home with us, obviously. But it was a very quiet drive home. The one student really apologized later on, the other one never did. I don't know whatever happened to that one that never did. But the one that did apologize, never came back out on the speech team again. But years later, she had students that showed up on the speech team. And she was always one that would tell the students, because those students conveyed to me, our old coach told us to behave. And is there a story to that, and I of course, I never told them the story. I wasn't going to embarrass her. But she had learned her lesson. She knew how important it was in that respect. And then there are other cases similar to that. There's some other reasons. So somebody who- one year, we were supposed to go to Bradley by bus. Student didn't show up. And I had the policy that we're supposed to leave at a time. But when that time comes, we leave. And the student wasn't there. And I said, we're leaving. I called George Armstrong, who was the coach of Bradley at the time. So George, I have to drop this guy, he never showed up for the trip. And George said, "fine, no problem." So we take the bus and we get to Peoria. We unload at the motel we're checking in, everything's like that. I and a couple of my assistant judges that were along, went across the street to have something to eat. And all of a sudden, one of my other students runs in and says, "he's here, he's here!" And I said, "what are you talking about?" The person who missed the bus had gotten in his own car, and drove to Peoria. Because he knew I would be very upset if he wasn't at the tournament. But he couldn't call me because that was before cell phones. Yes, there was a time before cellphones. And he drove to Peoria, very apologetic, sorry that he had missed the bus. So I called George again and said, well, the student arrived, can I put him back in the tournament. And George had a big laugh about it. And he said, "certainly we can get him back into the tournament," and we got him back into the tournament. But that

student learned right away, when I say we're leaving at 8:15, we're leaving at 8:15. And I've had that policy all the time that I was coaching, because otherwise you have people that don't show up on time. And that causes all kinds of problems. So along those lines, trying to think if there's any, I'm sure there are others, but sometimes, you know, they sort of disappear from your mind. And you can't remember them, until a certain incident causes it to come back.

Deano Pape 48:57

Are there any coach stories? That, you- yeah, judging story or coach story or something funny that happened? The- I don't know that you've said this on on the recording yet, but there was a time where coaches used to gather and have some good parties at tournaments, and so maybe some funny or interesting stories, where we can embarrass one of our colleagues is in order here.

Larry Schnoor 49:29

Well, yeah, well, coaching parties were pretty standard in the early days of coaching, and sometimes the coaching parties lasted just for a couple of hours. Sometimes they lasted for three or four or more hours. And you wondered how some of the coaches were able to judge the next day. But yeah, there were some. I can remember we used to have a number of them at our home in Mankato, because we used to have a couple of tournaments every year. And we'd have coach's party and always have good hors d'oeuvre table, you know, and, and of course, there were beverages that people could consume. And some people consumed more than maybe they should have, there were a number of coaches that would fall asleep in the process, you know, and when we'd have to wake them up to get them back to their hotel, or motel to be ready for the next morning. I can remember one particular coach that when he got tired, he would just lay down on the floor in the middle of the room and go to sleep and the party would go on around them, you know, and we would tease that coach about it the next day, didn't bother him at all. And then that standpoint. But even there, we worked to make sure that it was controlled, because some coaches did lose their positions over the years because of their consumption of alcoholic beverages, or their behavior with their students that they shouldn't have been doing various things with their students that they were doing. And that always became a lesson for the rest of the coaches. Don't let that happen. Don't ever get involved in that type of a situation. Because that's something we need to be aware of, you know, I'm not aware of anything in all of my experience, that would be anything similar to what we've had happened in this past several months with the football scandal at Penn State and also the schedule auditors at Syracuse or what other school, I'm not aware of that I've heard stories about it other places, but not aware of any people that I know that were involved in such a thing. I think the sad thing, as we talked about this morning, is sometimes when marriages of coaches broke up, because of conflict over with how much the coach is gone. And you know, this, the idea of person wants to do it, and the other partner in the relationship doesn't want to do it. And consequently, that has caused a rift in the family. And as I said this morning, I'm very happy that my wife was very, very supportive. And that I've never had a problem with that. I did have two daughters, even though I started very young, coming with me to the tournaments that I hosted that Mankato, and they would work in the tab room. They would work handing out ballots in so by the time they were young ladies in high school, they knew what to do at a tournament. And they could run speech tournaments because they knew everything that was to be done. They knew the right questions to ask. And this type of thing. My oldest daughter did compete at college in speech, and was on the forensics team. But I learned after one coaching session that I could not coach her. That I had to have one of the other people coach her, one of the graduate assistants culture because our father-daughter relationship was different than a coach-student relationship. And it was just easier to maintain the father-daughter, rather than having to make the switch to coach-student in, in our case, at least, and that worked out fine. Interesting story about my youngest daughter, and this process, is that when she started college at Mankato, she would sign up for the basic speech course. And then she would drop it. Then she'd sign up for the basic speech course again, and then drop it. I think that happened three times. Finally, she decided to transfer schools. And she transferred to St. Cloud State. Because she

didn't want to take speech at Mankato. Because every time she ended up in the class, it was a kitty corner from my office. And I was concerned with how she was doing so I would sort of peek in the office window, office door, the classroom window and she would see that and she was just too flustered. So that's why she kept dropping the class. So she transferred to St. Cloud and she took the speech class up there. Nobody knew who she was. That speech instructor didn't know who she was. So she transferred to St. Cloud State, and took a class of speech up there from somebody who didn't know she was. And he kept telling her, you know, "you're giving pretty good speeches, you oughta to go off for the speech team." And she said, "no, she wasn't interested, wasn't interested." But she ended up getting an A in the class. At the end of the class, she went up to the instructor, "I think I need to let you know why I didn't go out for the speech team." And she says, "Larry Schnoor is my dad." And he said, "oh, my God, I never made the connection." He never made the connection at all. He knew who I was, but she didn't want him to know that she was my daughter. And I applaud that, because I, you know, sins of the father pass on (laughter). I don't know what it may be. But she ended up coming back to Mankato, and getting a speech minor. And I had her in several classes. I was able to deal with that as a strictly as an instructor and a student. And one time she and one of her girl friends who was on the speech team... were sitting in the back of the room, and they were started chuckling. And I just stopped and I said, "could you share that with the rest of us?" And they got quite embarrassed, you know, everything. And I said, "you know, if you're laughing about something, we all want to hear about it." Oh, no, no, no, no, no, they wouldn't do that. And then everything. And I said, "well, just remember, the next time that happens, you're out the door." Well, other people knew that she was my daughter. And they were very surprised that I would do that. Same, you know, let's just get she's my daughter doesn't mean, she's a student, no different than anybody else, doesn't get any special privileges. And we laugh about that now, you know, and everything of that nature, but she's just a wonderful person. And like I said she could run a tournament herself. When she was a graduate student at Miami University of Ohio. She had the opportunity to do that, working with Jack Rhodes, who was the speech coach there at that time, and she helped him run his (inaudible) tournament, because he knew that she had the ability to do so.

Deano Pape 57:47

Are there any particular, and I know it's difficult over so many years to remember specifics, but I know there are a few in my own coaching career that I recall particular performances or particular, particular speech, or maybe a particular interp piece that really moved your that, that you thought, wow, that's something that still sticks in your head today, a particular topic that the student tackled that you thought was particularly brave or interesting, anything like that, that stands out to you that...

Larry Schnoor 58:17

Well, there's a number. I mean, it really is. I mean, I've heard some wonderful performances over the years. Not sure that I can always remember the name and that standpoint, but one, one student I can remember that really, really got to me, was the first time that I heard somebody sing, in the oral interp performance, it was a prose cutting. If I'm not mistaken, I think it was a student from Bradley University. And it was a wonderful, poignant piece of prose about a mother and a child. And in the course of it, the mother sings a lullaby to the child, and the child is dying. Death seems to be something that works in interp. But she did it in such a way. And it was the first time holding the book as the child, you know, and doing it and the girl felt it. You could tell that you could sense it, you could hear it and see it. And the tears just started to flow down my cheek because, you know, I'm a very, very emotional person. I mean, it was absolutely breathtaking, you know. Sort of opened the floodgates as to what we now see happening in interp from the standpoint of the movement, or the idea of nobody objecting to things like a little singing and until then, and that nature. Another performance that I'll never forget was a- fairly recently, Amanda, I think her first name is Amanda, girl from Bradley did a dramatic interpretation of Judy Garland. And I grew up with Judy Garland y'know? Minnesota woman, very successful actress, singer. I mean, you know, love Judy Garland tremendously. She was Judy Garland in that performance.

I mean, she'd captured her posture she had captured her vocal qualities, she had the the... nervous movements that Judy had, I mean, everything, just outstanding. And I judged that several times, and each time it got me I mean, it did- it did this in a case like I've got old, it was there, you know, just wonderful. There was a young man, I can't remember his name. But gave a give a speech, it was a persuasive speech, dealing with the aspect of his brother being killed in war. And the whole aspect of the people that were protesting against them, that the reason they were killed in the war was because of sins. You know, I mean, and I kept thinking, "how can you how can you talk about this so clearly," and everything that he did, and it was wonderful, it made me realize, yeah, I think some of these protesters really don't know what harm they may be doing, by protesting the way they protest. And that standpoint. So that, you know, there are a number of performances, but one I can think of is one of my own students who came to me and wanted to do a particular piece of poetry. And I said, "Oh, well, you'll need to understand that this is a particular poem that has been done quite often. And you might have a judge, or judges might write that this is something old. Now. That doesn't mean you can't do it. But I said, you need to think about that, because I don't want you to be hurt if that's what happens." But I said, "if you want to do it, you got to think of what you can do to make them forget the past performances that they may have in their mind." Well, she really wanted to do it. The poem was a poem that is done often by Amy Lowell poem called "Patterns". The young woman wanted to do the poem, because she understood what Amy Lowell was saying on that piece of poetry. But I think many people don't realize the young woman had the experience of where the man she was engaged to, went to war, and was killed before they got married. She, like the woman in the poem, was lamenting the fact that she had never given her virginity to the man she loved. And if you read "Patterns," the whole message of the "Patterns" is what, oh, my God, what are patterns for? Because the poem talks about the woman who lamented the fact that she never had a chance to have physical love with the man she loved because he was killed in battle. The woman understood that and was able to give that poem a different meaning a different feeling for the judges, because I can remember ballots that she would get that would say, "my God, I never thought I would ever give a one to 'Patterns,'" things of that nature. Another one was a woman that I had years and years ago, who started- who did the poetry... now in the name of it escapes me. "The world ends not with a bang, but with a whimper." What is that poem? Can you remember that? Well, anyway, you know, she, she, again, was another example that could get in there and understood the material. And I think that's the thing that- that's so important to do. Young African American man who did a cutting from James Baldwin's "Another Country." And I don't know if you've read that novel of James Baldwin's or not, but it's a very good book. Well, in there where there's a section in there where this man is dealing with his feelings, he was a gay man, homosexual man, black man, and the essence is that he committed suicide by jumping off the George Washington Bridge in New York. And the student came to me and says, "I've got a nun as a judge, how am I going to handle this?" And I said, "Louis, you can do it, you know, don't worry about don't just because the person's a nun doesn't mean that you're going to get marked down." Because he was concerned because of the theme, but also some of the language. And I said, "just go in you, you know it, you feel it, you understand it. And she'll be fine." So he went and did it. And he ended up getting first place from this judge. But he was concerned because it ends with the guy jumping off the bridge and looking up into heaven, and says, "God dammit, ain't I one of your motherfucking babies too." And, that's the way it ends. And he was worried how she would react. She wrote on the ballot. This is the most powerful piece I have heard, you captured the fright of this individual and the pain he was feeling." (thud) Number one, you know, she understood it. And that's something else I've always tried to tell students don't make an assumption that the judge isn't going to like you because then you're self-defeating yourself. You know, you need to go in and if you've had the judge before, and you know that he doesn't, or she doesn't, like certain things that you can make an adjustment for that's fine. Because then they know that you've read their ballot. But I said, "don't- don't assume that you're getting a rank because they don't like you." Because then that is what's going to happen because your performance won't be up to par. You're not thinking about the words and the performance. You're thinking about that person out there more so than what you should be doing. Lots of different types of performances.

Larry Schnoor 1:04:22

I don't know- did you ever hear Cory Rotwinger from Hastings this last year with his program of oral interp on being deaf? Oh, I heard that young man last year at their showcase tournament- not showcase tournament, the showcase before the nationals. And... I mean, I lost it, he was so good. I mean, he- he started if he riveted right in on me with his eyes and his body. And in his program (inaudible) oral interp is about the pain and everything that a deaf person has to deal with, in speech and he used sign language and part of it you know, and, and all of this, but I'm sitting there and the tear- my face was wet. It was that powerful. That straw, you know, and he did very well at nationals. The past year, just now he also did it at NCA in New Orleans. To demonstrate, you know, how you can use your program for something that really affects you as a person, you know, and that standpoint. And again, the same thing happened, I knew, but it's it, it grabbed you, you know, it's just like I see certain movies over and over and over and I cry every time because it's so strong. It moves you in that respect, and that's the way Cory is. So there are lots of performances that get me.

Larry Schnoor 1:09:03

Has there ever been a persuasive speech where you remember what to do about something? And you've actually done?

Larry Schnoor 1:10:06

Oh, yes, lots of them. Lots of them, really. I mean, I have written letters, when they tell me, I become aware of a problem that I didn't know existed before. Some of those things might be related to simple things like recycling, that standpoint, or certain things about various foods. Nature, I mean, I can't give you a concrete example right off the top of my head. But yeah, lots of them, donating to certain foundations or helping in some nature. And to me, I think that's good. Because those generally are people or speeches that are given by people that you can tell that they have done something. I like it when I hear a persuasive speech, where the student lets us know what they have done in regard to that topic themselves. But if they keep saying, "you need to do this, and you need to do that," I always say, "hey, let's make it we need to do this, involve yourself in it, so that we're all inclusive in that standpoint, but I want some evidence. What have you done about this problem? Have you written your letter? What did you say in your letter to- to the congressman or to whatever," and that standpoint. And I've encouraged many of those students, you've got this case, you've got this thing? What are you going to do with it? I write sometimes, write on the ballot, how are you going to continue this fight? Or you're going to do that? One of the things we need to realize in forensics is many of our kids that give persuasive speeches are dealing with a problem... long before it tends to become a national problem. But I've never understood why our politicians don't realize that, you know, I mean, if the, if the student realizes that we've got an electrical grid problem in this country two years ago, and nothing has been done to correct that electrical grid problem yet? We're in trouble. Y'know?

Deano Pape 1:12:27

Okay, Larry, let's talk a little bit about, you know, you've had to balance a lot of hats. And I guess the first thing I'll ask is, how did you manage to balance being a chair of a department, teaching your own classes, and also directing a forensics program? How were you able to balance all of those things and keep yourself sane- not to mention, of course, which we'll get into in just a moment, that you held positions in national organizations that you were responsible for leadership?

Larry Schnoor 1:12:57

Juggling acts? Well, first, I have to say, I think one thing that contributed to my handling all of those different things is that I was very fortunate. In that being chair of the department, I had release time for being chair, then I also had release time for being director of forensics. So that when I was both chair

and director of forensics, which was total of... 12 years in there, I only had to teach one class. Because of the release time that I had, sometimes I would teach maybe two classes during the course of the year, but only- really only one, so I had a lot better time using... I had release time. So that gave me lots of flexibility in that standpoint, but it took- it took some scheduling changes and some wise use of time in that respect. But it also took long hours. If you go back and check, I would go to school. I was always at my office at school by 7:30 in the morning, and many times, I would be at my office at school until eight, nine, ten o'clock at night. At certain time periods in there. I was fortunate enough to have some good graduate assistants that helped as far as coaching and forensics was concerned. And so on. I could handle that. But it took a lot with just scheduling carefully. Recognizing that so many hours would go this way and so many hours go that way to get the jobs all done. And again the support of my wife, of course along those lines, and fortunately, by that particular point in time my, my own daughters were old enough and on their own, so that it wasn't the case like I had small children that I had to be concerned about. But trying to keep a cool head, I suppose you could say, along those lines. Had University support. That was another thing. I was fortunate at Mankato to have strong institutional support the whole time, from the Dean of the College of Arts and Humanities, and also from the General Administration of the university as a whole. Never, never really having any major problems to deal with. Not that there wasn't cases where I had to make appeals for extra money. But I always made sure I could document everything and show the importance of it. The standpoint of any extra funds that were needed along this lines. But a balancing act, and recognizing that I had to be concerned about not just one thing, but multiple things. And keeping many sleepless nights, y'know, involved in all of this as well. But just being very fortunate, I guess. I think I'm answering your question along those lines. Things came about and just seemed to fall into place. The first thing, you know, I was the director of forensics first, then I became like, say a department chair. And I had to make sure that I didn't let the department suffer because of my interest in forensics. So I had to learn how to balance those two roles in such a way. And the faculty of the department were very understanding about that. But I was always there for their particular concerns and needs at the same time. And the forensics people understood forensic students and the graduates, assistants that I had understood what we needed to do. I had an Assistant Director of Forensics at a time period that I had to deal with, because I have to say you were hired to be the Assistant Director of Forensics, but you're really more interested in becoming a consultant. And you need to make a choice. Because he was also supposed to be working with graduate students, and it's not always available. And I said, you're wonderful, you're talented, but you need to make a choice. If you want to be a consultant, or do you want to be a college... professor, college instructor, we need you- And yet, and we can't go on this way. And so the person did make the choice and decided he wanted to be a consultant. And I understand that and he has gone on to be a very successful consultant. Because you have to be available for your students. As department chair, my office door was always open. As a forensics coach, my office door was always open. And if students needed me, I was there for the student. Whether it be early morning, late afternoon, or in the evening, I was there to deal with coaching or other problems that might develop. And the same thing was true with the faculty I was always there to, to handle them, in that respect, meet their particular needs. Balancing along those lines. Encouraging them, encouraging them to become more involved professionally with organizations and developing their classes and things of that nature, always there to support. Because that's to me in my role as a department chair, you're the spokesman for the department, in relationship to what the university mission is and so forth, and balancing those particular priorities. I think that's one thing that also contributed to my family relationship and my marital relationship, keeping that all in balance together and always taking time for renewal, in that standpoint. Some people use a burnout. And I say that I think burnout happens because they failed to take time for themselves, you do need to always allow time for your own self generation. And if you don't do that, you will burn out, and you will have a problem. And so that it, it... something one learns through experience and practice. That standpoint. I became involved with other forensic organizations, you know, because of my interests, but to see how I can help things I, as you know, from what we've already talked about, my involvement with getting the NF- the NIET started, y'know, and balanced. And at that same time, I was also active as a forensics

coach going to the NFA tournaments. And my goal, there, always was the student first, I wanted them to get as much experience either NIET or NFA. And that standpoint, but I could see some division there. And I've made it a goal, and I made no bones about it that, even though we have two different philosophies of those two organizations, we still needed to work together for the good of forensics as a whole. And I can remember the year that I was approached to be on the counsel of the NFA. And some people wondered how I could do that, and also be NIET. And I said, very easily, there's two weeks between us. Meaning the standpoint that when I'm NIET, I'm NIET, but when I'm NFA. I'm NFA. And I support both organizations. Maybe this is what boils over into my political life, you know, I I guess I will say that I'm a Democrat for the most part. But I don't vote a straight political party ticket, I look at who the person is, what their goals are. And what their philosophy is that and I support the candidate that I think is the best for the job, whether they be Republican or Democrat. And so I've split ballots politically. Well, from the educational standpoint, and the forensic standpoint, the same thing is true, you know, looking along the same lines, and someone said, well, we'd like you to consider running for president of NFA. But they sort of put a clause in there. But if you did that, you'd have to give up nit, and I said, I have to think about that. And I came back to him. And I said, "Yeah, I'd like to run for president of NFA. But I'm not going to give up NIET because I think I can handle both." You know, they agreed and I was the elected president of NFA. I think have done a fairly decent job doing both. I can remember when I was asked to be tournament director of NIET. And I said, Well, I'll consider being tournament director. But here's some changes that have to be made. And one of the changes was in the time period of the rounds. I said the rounds are scheduled too close together, we need to have some time period, lengthen the rounds- the rounds, because that's the only way the tournament will run on time. This sort of thing. And I've continued that way. I don't know if I'm getting to what you're looking for.

Deano Pape 1:23:58

Yeah, I think what might be useful is for folks to maybe just take each organization at a time first AFA then NFA, and then interstate and talk about the roles that you've held in each, perhaps and then what challenges have been associated with those particular roles because in AFA you started on the initial committee and you are a member of the Board of Trustees and there's all these different hats that you...

Larry Schnoor 1:24:24

Okay, with NIET, like I said I was the chair of the committee that first investigated whether or not we should have a national individual events tournament for AFA and that took- that was several years getting that formatted and developed. And then the charter was approved and I served as chair of the NIET committee for the first two years. And one of the goals at that time was to determine who would be the tournament director and several people were nominated and I was instrumental in selecting Jim Pratt as the first tournament director. And he continued as tournament director for several years did a excellent job. And we were able to work very closely together in that. And my goal was to get that off and running. And they did, it built every year increased in size. And we made a number of changes and things, and balanced it along those particular lines, but I didn't want to continue as chair. I did it for the first two years. And then I was a chair of the Board of Trustees. And that simply means that you're the money person along those lines, and sort of joked at the step where anytime anything comes up, I said, "that's going to cost money." You know, because you have to be concerned with what are you spending your money on? And are you getting your value back for the amount of money, like the cost of awards and things of this type and the meal ticket that we had early on. And the the reason we had a meal ticket, for instance, when NIET started, when we realized the tournament was delayed, because people were leaving the campus to find something to eat, and then never got back in time for that next round to start after the lunch break. And so that's when we made the decision, we need to keep you on campus in order to keep it done, and the tournament running on time. So we developed that meal ticket as far as the lunch is concerned. The banquet was a thing that came in later, we never had a banquet at the very beginning, but we thought it would be nice to have a banquet. And over the years that it was nice,

but it presented problems. And we would talk about those problems. One of the reasons that people, some schools like the meal ticket and didn't mind the banquet was because that was the only way they could pay the meal costs for their students. Because some schools have the policy that you don't get paid for lunches or meals, they didn't get any meal allowance. Well, if it was built into the tournament fees as a requirement, then it would pass. And in some cases, we developed two receipts, one that delineated and broken down and one that here's the tournament fees. And then if they were a school that could just use the tournament fee receipt, they could do that, and things of that nature. But we over the years also discovered that the banquet was becoming more and more difficult, because it's hard to find a place that can feed 700 people and the cost factor. And several years ago, were finally able to eliminate the banquet, which made it much easier for the Tournament Director because you didn't have to deal with finding that place and dealing with adopting a menu that could satisfy that many people and the time element... all involved with that. Also being able to answer any of the questions dealing with the changes that were made as far as district realignment or questions related to the alternate qualifying system, keeping a careful record so that you had evidence to, to present to the board as to here's what we've done before, here's what the impact could possibly be. And helping them recognize that you'll never know what the final impact will be because you don't know what will happen. You may think it will correct a problem, but you might actually be creating additional problems or problems of a different nature. That standpoint.

Deano Pape 1:28:57

When did you become Tournament Director?

Larry Schnoor 1:28:59

I became a Tournament Director... I think when Guy Yates was the Tournament Director and when he decided he no longer wanted to be Tournament Director, I became the Tournament Director. I can't give you the exact year, you know, I'd have to go back and look at the files to make sure but it so we can I can find that at another time. And I can let you know what that is. But I think I've been Tournament Director now for 10 years maybe? I think I'm the longest serving Tournament Director so far. In that standpoint, the Board Chair of the Board of Trustees, I was that for several years and then the parent organization AFA felt that I couldn't be both- that the tournament director should not also be chair of the Board of Trustees and so I'm not the Chair of the Board of Trustees, although I still tend to be the treasurer of the money involved, so that the bills can be paid, and so forth along those lines. My involvement with NIET will continue until I have someone telling me that, "Larry, it's time to step down," or I, on my own choice, decide, it's time for me to step down and somebody else to take over. I haven't made that decision as yet. But who knows when, and I feel strong enough and close enough to my colleagues, that they'll let me know when they think I should sit down if I don't recognize it myself. And I can understand that. NFA, I can't remember which year I was asked to be on the National Council for NFA. But I started there as a councilman at large and then became an assistant or whatever they call it Assistant Vice-President or a Vice-President for Professional Relations or Development, something of that nature.

Larry Schnoor 1:29:31

That was in '85.

Larry Schnoor 1:30:20

Yeah. And then I became asked, I think it was the... 1994. When they asked me to run for president of NFA, I think that was the year. And I said, "Yes," and I've been president since then. And my time for reelection is up this year. And I'm still determining whether I will be a candidate or not, you know, in that standpoint. I like doing both and try to maintain a balance with both. And I've had any number of students, (inaudible) students and coaches, say that the relationship between the AFA NIET and NFA

has really mellowed from what it was in the beginning. And lots of times people will tell me that they feel that part of that has come about because of the efforts I've made to say that we need to work together that we need to look at forensics as a whole, not just one organization or the other. But at the same time maintaining a difference between the two, that they should not be the same, they should be different. Because that allows people choice again, as to which one they would prefer to go to, because they meet different needs for different people. And so, when I'm at NIET, I'm an NIET person or when I'm at NFA, I'm an NFA person and support it along those particular lines. I'll just recognize I have to make that that shift. Interstate oratory is one that I became associated with the very early in my career as far as a forensics coach by having an orator that would win or be second place in Minnesota State oratory that I would take to the interstate contest, and fell in love with it in that standpoint, and I've been President of Executive Secretary, they call it, for the interstate oratory for a long period of time. It used to be a yearly thing. And a number of years ago, a motion was made at the interstate meeting that I be the executive secretary until I say I don't want to do it anymore. And that's the way it's continued. And there is a committee of two that are elected each year to assist me if I need the assistance with interstate. Or if something should happen during the year where I'm not able to continue one of them can take over that responsibility. And I love interstate oratory, very much. The publication of winning orations each year is delightful and the speeches are used by many textbooks, companies for examples in their things. Interstate doesn't have much money and that's the, royalties that we get from people getting permission to use those speeches is what helps keeps us afloat. It's always a special year in the tournament. Everybody that attends interstate feels that it's perhaps one of the most relaxing, enjoyable experiences, the students and the coaches both. And I tried to keep that, that feeling going. It's interesting to, to look at older speeches. I have basically all of the first place speeches since 1872. With the exception of two that we have not been able to locate of the earlier speeches, but I have all of those speeches and it still might go, I would like to pull those all together in one or two volumes. And we'll get them published, because it would be a classic example of how the art of oratory has changed over the generations to the standpoint, one of the earlier speeches for interstate for instance, was a character analysis of Iago, from "Othello," you know, and I can't imagine that being a topic today. But then it was, you know, in a number of other speeches and the people that have been involved in interstate, the contestants, is... if you look at the list and you examine it, you have people that went on to very illustrious careers. One of one, which was and I people hear this that they've been at Interstate, Albert Beveridge, from Wisconsin, you know, instrumental in the founding of the Republican Party and doing that, was a contestant and a winner. You know, in that standpoint. You had George McGovern, who was a contestant. You had Otto Harbach. People say, "who is that?" And I said, he became a Broadway musical director, playwright, "No, No, Nanette" was one of his famous early musicals on Broadway and others. And there are any number of people like that, in the... Vernon Jordan, National Urban League, and, and others that can be pointed out as examples. I love that organization very, very much. And maybe I'll get those books published. If not, I have the speeches for somebody else to do it. But they're there. And I had to do a lot of research because I had to get in touch with many of those first colleges and universities to check their archives for copies of those speeches because they weren't available anyplace else. Allow you had success in getting those particular copies. Problem right now, would be that some of them and would have to be scanned, because they're not available on any computer chip or anything of that nature. But, would have to be scanned and put into a computer so that could be put into a format for publication. I don't know if that answers your question. Do you know or not, but...

Deano Pape 1:38:13

It's- I guess maybe just the... No, I think that's fine. It just paints a picture of how involved you been in, in these multiple organizations. And all at the same time, while you were again, teaching and sharing it department and running your own program, and also balancing these other- these other aspects. So it brings us a full picture of your involvement and dedication in the activity.

Larry Schnoor 1:38:39

Well, there are a couple of other things that I'm involved in. For years, I have been involved with the Communication and Theater association of Minnesota. In the early years, it was called Speech Association of Minnesota, acronym SAM. And now the acronym is CTAM, Communication and Theater Association of Minnesota. I've served that organization for a long time, was president of CTAM and now I'm the treasurer of CTAM. And that involves selecting the site for the yearly state convention and again, handling the bills for that organization. Number of years ago, we established a foundation, a CTAM foundation that people can donate money to and we use that money to support the development of speech and theatre and debate in the state of Minnesota. I think presently, we have somewhere in the neighborhood of 17 or \$18,000, available to grant- for special grants, along those lines. I just finished a term as the chair of the ameritime retired section of NCA, you know, and still have two more years now as past chair along those lines working with that, and helping that organization. Show that when you retire, you can still be active and do things to support the activity of communication. So yeah, I keep busy. I don't want to grow old sitting around in an armchair (laughter).

Deano Pape 1:40:35

Alright, and we're back with the Larry Schnoor show, as I've been referring to it affectionately (laughter) on occasional transitions, Larry thought of something else that he wanted to mention in a segment about Barbara that we talked about earlier. And so... take it away.

Larry Schnoor 1:40:53

I indicated that she has been my main support. never have to worry, fear or anything of that nature. When I started at Mankato, you know, she was raising our daughters... travel and everything, I was gone. She was basically the daughters- as the daughters got older, she decided she wanted to go back to school. And she got her master's degree, because she used to be a business education teacher. She taught high school, and she decided to go back to school and get her master's degree in accounting, and take the CPA exam, you know, and I can remember when she took the CPA exam, oh, she was just (hiss) so tight and tense about that. And she did take the exam. And when she- you have to wait for the results, you don't know the results. And we came home one day, and she had the mail and I was doing something outside and I came back in and I could hear her in the bathroom. Laughing. I said, "what happened?" She said, "I can't believe it. I can't believe it." I said "what," she says, "I passed the whole damn thing. I passed the whole damn thing!" Because you know, you can pass parts of the exam, and then you just retake the parts that you don't pass, but she passed the whole thing. And she was hired at Mankato as an adjunct faculty member for a while to help in the accounting department. And then there was an opening that if I've got it exactly correct, there was an opening in the department that she thought she would like to apply for and, and the Dean of the College of Business at that time, sort of indicated, while he didn't know. She got on her... Well, I will say high horse. She went into the dean, and she says, "if you don't consider me, I will file a suit of discrimination. Because I'm a woman." You know, and that did the trick. And she got a position and then she got a regular position and she became an accounting professor. And she's had her own wonderful career, because she was so good in accounting and tax was her specialty. She became head of the Minnesota Society of CPAs on her office, so there's a nice framed certificate signed by Governor Jesse Ventura, about her service as head of the Minnesota Society of CPAs. And she did tax seminars across the nation about tax work and everything and they've built up their own tax practice, as well as being a professor of accounting at the university and has done very, very well still has her own tax practice. But in that process of her getting her degree and everything she developed a super active hyperthyroid. And she went through some (inaudible) one time I said "Barbara you need to go see the doctor." "No, no, I'm fine. I'm fine." And finally, one day she was walking down the hallway holding a saucer and a cup of coffee and it was shaking so bad. You know, she realized that she needed to see the doctor. And that super active hyperthyroid needed to be devac- deactivated or whatever you want to call, but she had to go to the hospital and have radiation treatment and so forth, and take thyroid medicine.

Well, in that process, her whole personality changed. And I often say to people, I've actually been married to two different women. It's the same woman. But she was a different woman when I married her than she is today, because that bought- brought about a personality change in her. For example, I told you, we lived in California, and I resigned and came back to the state where she had a good job. Today, she would have said, you can go back to Minnesota, I'm staying here, because she liked that job in California. Another change about it happened at that time, I always used to refer to her as Barb. And after that experience, we were talking one time and she said, "my name is not Barb. My name is Barbara. I don't like to be called Barb." And we've been married a number of years. And also I really had to learn different things about her. And love her just as much, if not more from that standpoint. But then it became a case of we are equal partners. You know, we each have our own interests. And she does hers, I do mine. But we're still a union. But I really have to learn, give and take in a different manner. She was different personality, and very independent, very strong. And that has not been a detriment to our marriage at all. In fact, it's been an enhancement. And we enjoy that and lamb and our daughters reflect that in their life as well. But it was only two different people really, in that stand point. And lots of other individuals aren't aware of that. And there's no reason for him to be aware of that. But I often joke about that, that I've been married to two different women, but it's the same woman.

Larry Schnoor 1:47:08

Okay. In that same time period, she decided she wanted to learn how to fly. We had a aviation department at the university at that time. And so she took classes and lessons and she learned how to fly an airplane and got her pilot's license. And I can remember the first time I flew with her with the two girls, we flew from Mankato down to Wells, it's not that far. And I was petrified. I hate flying in small planes. And on the way back, my sister drove me back to Mankato, because I would not get back in the plane to fly back to Mankato, I was a nervous wreck. Because, you know, there's nothing there. That thin little door. And I said, "oh I don't know." And I said something about "I don't know if you can take the girls flying." And she said, "I'll take the girls flying." And she did. And it was fine. And she flew a lot. She used to tell people that one of the reasons that she liked flying is cheaper than going to a psychiatrist. Because when you got up in the sky, and you're flying along, troubles just disappear, you know, and you, you have the whole universe there ahead of you. I used to worry when she flew because one time she was flying a friend to Nebraska, and on the way there noticed her gas gauge was going down faster than it should. And so she called ahead because she wanted to land. And it was at night and the guys said, in one of these rural landing fields said, "I'll have the lights on, I'll be out there to meet you." And she landed and there, sure enough, there was a leak in the gas tank. And he had spent the night getting that fixed. But then she went on. But she used to fly all over the Midwest until that active thyroid prevented her from flying. And then she wasn't able to fly anymore because of that. But she certainly enjoyed those years when she had the pilot's license to fly, though. Interesting story about Barbara.

Deano Pape 1:49:28

Okay, Larry, we want to transition into the academic piece of forensics and so you might even talk a little bit about perhaps, you know, the advent of the journals and that kind of thing if you'd like, but more of the academic sense. And in particular, I know one of the important pieces that has kept this activity healthy has been the opportunity for folks to present and to have great discussions at developmental conferences. And so I want you to talk specifically about those developmental conferences and some of the things that have come out of those.

Larry Schnoor 1:50:03

Well, in 1984, there was a developmental conference that was held at Northwestern University in the Chicago area. And it was primarily a debate conference, but they had a session that they called individual events. And that was the first developmental conference that I went to with several others.

And, and it was early enough in the development of the NIT that had had some interest because that was the topic, you're talking about different individual events, but it was just a general session of this larger developmental conference. And I was at that conference, in fact, where I really developed my relationship with NFA people that were at that conference also. And some of them said, yeah, we'd like you, you could, you can come in to NFA, and that standpoint, but that was in 1984. Well, a couple of years later, in 1988, I decided to with some other friends, Vicki Karns, from Boston, for instance, assisted me on that particular press, we decided we ought to have an individual events conference, you know, for us to conference that dealt with just individual events. And so we did some planning. And our first conference was held in Denver, Colorado in 1988. And it went very well, we had a very good turnout, published the proceedings, it was done where we have different sessions, talking about different issues, motions were developed. And then we ended with a parliamentary session where we presented those particular resolutions and the group as a whole could vote on them. And there was clearly understood, these were just developmental conferences, they had no binding factors, we weren't speaking for a particular organization or could not make any particular changes. But it gave people with different views about individual events, different concerns about forensics to come together and discuss them in a totally neutral environment, from tournaments from organizations from that standpoint, and it was very well received. Some many times those painters then showed up later or topic showed up later at regional and national organizational conferences, like Central States or Western states or the National Communication Association. And so we had that particular conference in 88. And then we had our second conference. Actually, I think it was two years later, in 1990, if I remember correctly, standpoint of that stands and we had that developmental conference. And it went very well, again, and then there was a time period where we didn't have one. And then there was a third developmental conference that Dan West put together when he was at Rice University. And loud again, had the proceedings published. And then there was a break again, before we had another one until 2008, when we had the fourth developmental conference at Bradley University in Peoria. And that went very well. And we decided that that time, we would have a developmental conference again in two years. So we had one again in 2010, that was held in Minneapolis. And now there will be another one held this summer of 2012, which we are in the process of formulating and getting set up and there will be information about that coming out here early spring. The goal of the developmental conferences are to keep them as economically feasible as possible to allow people to attend. Because we recognize that many schools do not give travel money, or will only give travel money if you're going to a conference where you present quote "a paper," in those lines, and so we we try to accommodate that. But we need to make the developmental conferences economically low so that people without budgets, or with limited budgets can attend and each council has been attended approximately somewhere between 100 to 120 people and it's open to faculty but it's also open to great graduate students and even undergraduate students, because it gives everybody them a chance to voice, their particular, your particular feelings. And I think they've done a lot to encourage a look at how we teach, how we coach, what is expected in the various events, what are some problems, like the whole issue of unwritten rules, we have certain standards that we feel are rules as such, but many times judges decisions are made, not on what's available and clearly understood as requirements as rules as much as they are. This is what I expect from you. But it's not written any place, like the number of sources, for instance in persuasion or extemp, or the idea, or you have to have a teaser or things of that particular nature, those unwritten rules that are the subjective things that really make a difference in how we judge in forensic competition. And so they're very, very useful conferences. And that's been part of my goal, and I like to think of that as.. many times I think of that as one of my legacies, to the standpoint of encouragement, because we've had debate conferences for a long time. And they've been very formalized. The Sedalia conference, for instance, or the Alta conferences that are held in Colorado every year, not every year, but every other year as well ann do that, but those are more formal argumentation, conferences, as opposed to dealing with forensics as such, not that debate doesn't enter into some of those. But their argumentation and the terms of argument as theory argument as application, and things of that nature.

And so this is an element to what we try to do through the individual event conferences is to balance that off, so that people that are interested in individual events have that same opportunity.

Deano Pape 1:57:18

Do you find that there are certain things that come out of those I know you mentioned some of them will go on to central states or in NCA. But are there any that that are any any influences or pieces that you've noticed have have seemingly had an impact? And I'm not trying to feed you an answer, one that immediately comes to my mind is is NFA and its proposed rules changes. And some of those arguments that were exchanged at the last developmental conference.

Larry Schnoor 1:57:49

Well, that's a good example of not that the NFA rule changes are solely reflective of that. But it is part because, as we've mentioned the other day of the whole issue of the interpretive events, especially to the standpoint of what is prose, what is drama, What is poetry has become muddled, it has become confused, because of all of the different avenues where things are taken from today. The internet, the YouTube, the American scene, the all of those, the moth, and so on. Where do we put it? And so people are saying, it's hard to tell. If you took a person off the street and brought him into it, interpret tournament, and they were listened to interpret rounds and you didn't tell him what the event was, they would come out and say, "Well, I heard three things. And they all sounded the same." Because they can't tell whether it's prose or poetry or drama. And that standpoint. And then in the whole aspect of it, what we're really dealing with is the question of voice. Is it a first person voice or a second person voice or a third person voice? And that whole element? And so I think the NFA rules are some of the changes that have come about that have been proposed for that deal with the fact that at last year's nationals, we had seven challenges. We could not do anything with because how do you make a decision when you don't have any clear delineation as to what goes where. Was this prose? Somebody says no, you did poetry there. And person says no, it's not poetry it's prose because I got it from this particular source. And they wouldn't do poetry, or you can't call it prose, it's drama it was performed! Well, no, it's prose. That question is ambiguous. And so some clarification. And the same thing was true with some of the other at public speaking events, some changes. So I think NFA has proposed these things... and we know that there's going to be changes made. And at the NCA convention that we just had in New Orleans, it was very clear that some people objected to the changes, but their objections were really well, that's not the way we've done it. Why should we change? And they're not thinking to the standpoint of, maybe we need to change how we coach particular events? Why do we coach a particular event the way we do? Why do we have the requirements that we do? What application does this have to real life? Or are we going to keep it so specialized, that this is what we do in forensics and you don't do it anyplace else. From that standpoint. Why does something have to be memorized? Somebody I can remember saying something "well, anybody that gives a public speech, has it memorized." And I say, "no, that's not true." They may appear that they haven't memorized. But there's teleprompters today, you know, there's aspects of the changes in that direction. And also you, you can have notes in front of you. And if you've been coached right, you know how to use those notes without reading them. They're there to help you remember your sources for accuracy. We've had studies that have been done in the past where people in informative, persuasion, and extemp have not used sources that can be substantiated when research is done to find out, and it's because they can't remember everything exactly. Or they're not being ethical, perhaps too, that enters into it, you have to do that. And when anybody has investigated something on an ethical nature, usually the researchers are blamed. Rather than looking at the record requirements that we might be doing as coaches in not checking things, or the students not being aware of the fact that they need to check things. I mean, there's any number of issues along those lines. And so change is inevitable, we've changed a number of other things, why shouldn't we consider how we can change the way we present this, so that we can clearly demonstrate to our administrations, this is educational, it isn't a formula that you just learn. We're educating people along these lines, and we should be able to assess that education. Otherwise,

why do we exist from that standpoint? So I think developmental conferences are extremely important to meet that particular need, and to keep progressing along those lines.

Larry Schnoor 2:02:59

In the terms of publication, you know, because that's one of the problems we have or forensics coaches have many times is applying for tenure that institutions require research, its forensics coaches will say, "well, I'm so busy with being a coach, I don't have time to do research." And, there's some element of truth in that. But I also say if you know that you need to do research, you can do research, you can create the time to do research. Publications are important because that is what determines one's academic standing, at least, presently, that's the way it is. And then journals, there is the national forensics journal put out by the NFA. There is argumentation and advocacy put out by the parent AFA organization. NIET itself does not have any publication because we're a subsection of the AFA. And perhaps the reason that articles have appeared in argumentation and advocacy is because no one has taken, taken it on to write such articles and submit them to that particular journal. And even the NFA journal has difficulty in getting people to write articles and submit them for publication. DSR TKA does publish an online journal called The Speaker and the Gavel. And I believe PKD does have a journal as well. I'm not sure if that's called the-

Deano Pape 2:04:45

Forensic.

Larry Schnoor 2:04:45

The Forensic, yes, it's called The Forensics and they publish and people do get some articles in there. But it behooves us as forensics coaches to do that writing. We talk about it, we complain about it. But we don't put those words on paper. We don't write, we don't do the research. If the- anything we do we say, "well, this is what, here's what forensic introductions- what the introductions need to do." Well, that's not really what we call research. It's a descriptive article. And that doesn't mean that they can't be published. Good descriptive articles, sometimes they're needed. But why do we do these things? Why do we require these things? What could make this better what research is done, there's some research that's being done. I don't know if anybody's ever done any research, where they really investigate whether forensics has been helpful in a person's career to that standpoint, you could certainly do that. Or research to the standpoint of the literature that's available, or research that deals with the whole element of where your sources come from, and what sources are necessary, rather than how many sources were used, you know, the standpoint of things that we need to be careful about, but we do need to encourage people to write and get things published, because that's what determines in the eyes of so many others, your legitimacy in the particular academic field. So write people, write.

Deano Pape 2:06:28

Okay, now it's time to do a little reflection again. And this time, we need to reflect on an incredible career, which has had many, many awards. You've been recognized for your own community involvement here in Mankato at a variety of different levels, everything from church to community. You're a member of the high school hall of fame in Minnesota, you received the Wallace A. Bacon Award from the National Communication Association. And what was particularly interesting for me was reading the letters in support of your Distinguished Service Award in 1996, where multiple people not only reflected upon your passion and commitment to the activity, but also commented it's hard to believe that you haven't won this award yet at that point, even. And the particularly poignant was one letter that read that, that you would console the student that you came out of the tab room, and, and, and you consoled a student who was very upset that he had not advanced to the next round. And, and that particular student happens to be a coach today, and commented that it was you took the time to sit down and to comfort the student, and to reflect on that when you should have been running a

tournament or been in a tab room. But once again, it shows your commitment that you were willing to spend some time to talk to a student. And that student is very thankful and reflected on that in that particular letter for nomination. So now it's your turn, Mr. Schnoor, to reflect upon your own accomplishments and awards.

Larry Schnoor 2:08:19

You're right, this isn't gonna be easy. I am humbled by the number of awards that I have received.

Larry Schnoor 2:08:29

That particular student if I'm thinking of the same one, I was at an NFA tournament. And the student came out and was crying. And he was senior year, I believe. And he was from a small program, in that standpoint. He really wanted to win and he really wanted to, to get into that final round and he didn't make it out. I was outside at the time. I wasn't working in any tab room at that time and I was outside. And I did go over to him. I did not know the student at that point in time, but he was crying and I asked him the problem and and he was through his tears was telling me and we sat on a bench outside there. It was at southern Georgia. A tournament. And yeah, I did talk to him about that there were greater things to look forward to in life and that didn't mean that he wasn't good and gave him lots of attention. tried to make him feel better. People... I'm happy to say that my relationship with that particular student has existed and continued since that point in time. He has gone on to be one of the most successful coaches in the country. And he never fails. But to thank me. And I thank him because I've learned a great deal from him. Over the years, he does very well. He's very intense. Very dedicated, however, and as far as I'm concerned, he is one that has given tremendous amount to our activity. And his students have all demonstrated the skills and the knowledge and the ability to go on and achieve success. And a lot of that a great deal of that is due to Peter's own interest in his students and his working with his students. Yeah, I have received a number of awards. The Minnesota State High School League Hall of Fame, for instance. I was nominated for that I had no idea that this was going to happen. And I was nominated for that by a high school coach (inaudible) Pam Katie

Larry Schnoor 2:11:59

who got her master's degree from us at Mankato. She had been an undergraduate student at Southwest Minnesota. That's where she competed itself as a student at the college level. But she nominated me for that award and I felt very honored for that. I am the only college forensics coach that has been inducted into the Minnesota State High School League Hall of Fame. And I think that primarily is because I always made it a point to encourage high school program was developed a high school speech tournament at Mankato that is still in existence, worked for a number of years holding a debate camp at Minnesota for Minnesota high school debaters. And judged at high school tournaments for a number of years, and encouraged participation in speech and that standpoint. In fact, the watch I have on today is the watch that I got from the High School League with the logo on it and so forth Minnesota State High School League Hall of Fame means a great deal to me.

Larry Schnoor 2:13:28

You know, what, what does a person say when you get an award? Thank you. You say thank you, because it's... it does draw attention to yourself and that people will say that I like attention and I do. But it puts- it puts pressure on you. Because you have to live up to a standard. You... You're put on a display and then people then once you win an award, they expect different things from you. And that, and, and I'm cognizant of that. I'm very, very big happy to get that award and the award from the Distinguished Service. And then I look at it. Some people when they get an award stop. I look at it as okay, I've got this award. Now I've got to live up to it. I've got to continue to do what I was given this award in recognition of. It isn't something that I stop doing. And I guess that goes back to my... my overall philosophy of I've gained so much from my association with these people, with this activity than I

am, who I am today because of it, and I need to go back and give back to it in that particular standpoint to encourage its growth and its continuance and its strength, because I am who I am because of it, and I want others to have that available to them. The idea of being a mentor. I think it's extremely important. A mentor that understands and can also chastise if necessary, you know, question if necessary, but certainly celebrate as well along those particular standpoints.

Larry Schnoor 2:15:53

I'm out of Mankato, more than I am in Mankato. I have friends all over the country. Because of my involvement in forensics. Those plaques that are hanging on my wall I look at often. And each one brings back memories. And each one also then reminds me, don't let these tarnish. And by tarnish I don't mean just the physical thing on the plaque. But the reason that it was given, along those lines. Continuing to help new young people to celebrate colleagues. And to recognize that I'm only one of many that have done this. And there are a lot of other people that perhaps should get awards and probably never will for one reason or another. But I am able to enjoy the life that I have the friends that I have. Because this activity has given me that ability to do so.

Larry Schnoor 2:17:18

Are we on? Yeah, okay, I have written something down, I said there is not a moment that I do not reflect upon the people that I've come in contact with, that I've had the privilege of working with over the years. Seeing everybody grows as young adults, getting their skills and experiences that will you know, be an asset to their particular lives. It's gratifying, there's no other way to look at it. friendships that were formed still provide those warm memories. You know, I love hearing about them. I don't think there's a day that goes by where I don't think about some student or some coach, you know, somebody that I've met in this activity. Smile and think about what a wonderful memory that is. Sometimes it's spurred by something I'm reading. Sometimes it's something that I see. Sometimes that happens to be just going through my files and discovering a note from that individual. But it is something there that's there and I'm mineral long. supporter of that type of thing. At Mankato, for instance, there's the Larry Schnoor Forensics Endowment. When I retired, I took a sizable chunk of my retirement and donated it to establish that endowment. What I'm amazed at is the notice that I get from the endowment office every time a former student makes a contribution to that endowment. And then all that, again, brings that all back up to the forefront in my mind. They're giving back, they've learned, they remember me. And what I said about giving back. Because I think we need to all remember that, that what we gain from the activity, and we want others to gain it, we need to keep giving back to the activity to support it. I just wish we had more individuals that use their particular skills to go out and get money would- would remember that. That they are in a position where they are because of their experiences that may have had with us. Can think about maybe I need to sit down and write a thank you note. Sit down and write a donation to this particular program, that particular school. That happens a lot as we know in athletics, but it doesn't happen in the fine arts very often. And forensic certainly is one of the fine arts. And we need to keep that alive. The rewards are there. But the achievement of your students, of our students, my students, your students, are the rewards that we should consider our rewards because we have helped them get where they are. Whether that's ever acknowledged or not as a material standpoint that we as an individual can think that in our mind, a little bit we help them and that's gratifying. That's rewarding. Yeah, a lot of those awards are quite interesting. The Mankato city awards are because I brought national tournaments to Mankato and the motels loved it, the restaurants loved it. That standpoint. The university didn't always love it because it meant they had to adjust their schedule to, to accommodate the national tournament but they did it. They did it. And even this morning, when we had breakfast, or yesterday morning rather when we have breakfast at the Best Western. The lady said to me, "when are you going to bring another national tournament?" (inaudible) Of course I will do my work with Leah to see about doing that sometime soon. Again. But I could see why a person once you host a nationals you want a few years in between before you host again because it is a lot of work. It is a lot

of work. I don't know what else I can say at this point. I appreciate every one of those awards that I've got. That's all.